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ABSTRACT

This paper constitutes a summary progress report on a short-term training course designed to provide social work bachelor's degree practitioners with the knowledge and skills necessary for administrative and managerial positions. Increasingly, social work graduates have reported moving into social service administration and managerial positions without these skills. A survey, which gathered information from graduates over a three-year period, indicated a need for competence in the areas of middle management, organization, planning, financial management, personnel administration, program development, and evaluation. The intensive three-day training course was interdisciplinary in nature and designed to provide managerial skills that could be immediately useful to the participants on their jobs. Student evaluations of the course were positive which in turn has led to the incorporation of a similar course into the undergraduate academic curriculum. (Author/DE)

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EDUCATION MODEL FOR SOCIAL SERVICE ADMINISTRATION AND MANAGEMENT

SUMMARY PROGRESS REPORT

Grant Period - October 1, 1974 through June 30, 1975

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Research-Training Project
HEW-SRS #46-P-50087/0-03
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Title of Project: Performance-Education in Management
CSPA Sub-Title: Development of Education Model for Social Service Administration and Management

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Table of Contents

		Page
I.	Abstract	1
II.	Statement of the Problem	1
III.	Setting for the Project	3
	The Wallace School of CSPA	
	School of CSPA Objectives	
	Social Work Program Objectives	
	Social Work - Generalist Instructional Model	
	The Field Experience Program	
	Outcomes Expected	
	Innovative Programs within CSPA	
IV.	Research Design and Data Gathering	18
	Funding	
	Procedures	
	Literature Scan	
	Alumni Surveyed	
	Hypotheses	
	Project Consultants	
	Survey Instruments	
V.	Presentation of Findings	29
	Alumni - Summary of Findings	
	Consultants - Summary of Findings	
	U of O Curriculum Related to the Project	
	Discussion of Findings	
VI.	Short-Term Training Program	42
	Calendar, Credits and Tuition	
	Admission and Registration	
	Workshop Student-Participants	
	Purpose and Scope	
	Teaching Methods and Materials	
	Faculty for the Short-Term Training Program	
	Student Evaluations	
VII.	Implications and Follow-Up	51
VIII.	List of References	54
Appendix A.	Exhibit of Data Gathering Instruments	
Appendix B.	Syllabus for Fall Term 1975 Course	

EDUCATION MODEL FOR SOCIAL SERVICE ADMINISTRATION AND MANAGEMENT

I. Abstract

This paper constitutes a summary progress report on a study which responded to increasing numbers of social work bachelor's degree practitioners who reported they moved into social service administrative and managerial positions lacking knowledge and skills needed, and they desired short-term training for these roles.

A survey was designed to gather information concerning the position classifications of graduates over a three-year period. Data was also gathered in regard to competence needed for the different social service administrative and managerial position classifications.

Consequently, a short-term experimental training program was developed and presented as a continuing education course. Discussion will include reactions to the course and recommendations for expanding the curriculum of social work bachelor's degree level training programs.

II. Statement of the Problem

Increasingly, social workers, like other human service professions, move into administrative and managerial positions lacking knowledge and skills needed for adequate performance in such positions (e.g. middle management, organizing, planning, financial management, personnel administration, program development and evaluation, research and others). As noted by Abels (1973) and Beck (1966), social work practitioners need to have not only a command of regular social work methods, and a sound orientation in understanding human and social problems, but they also need to have expertise in administration and management.

This position was supported by communication from bachelor's degree level social work graduates of the Wallace School of Community Service and Public Affairs (CSPA). and by a 1973 mini-survey of employers and other professionals in the field of social service administration and management which was carried out as a class project in the Wallace School.

Several of the graduates reported that after leaving CSPA, they quickly moved into entry level administrative and managerial roles. The graduates stated being satisfied with the education they received in CSPA, but they expressed interest in returning to the University to receive short-term training in social service administration and management.

An executive or managerial position was the first full-time employment for some of the bachelor's degree level graduates.

Manpower surveys indicate there are more bachelor's degree level practitioners in social service administration and management positions than there are master's degree level practitioners, and they will continue to be the major manpower resource in the forseeable future.

Whether to use bachelor's degree level practitioners in social service administrative and managerial positions is a futile issue to debate, for they are being employed in such positions every year.

There is a limited reservoir of master's degree level social workers or professionals with higher degrees in other disciplines, (and who have training in social service administration and management), to draw on to fill such positions.

We also recognize there is ongoing discussion, in the social work profession and in other disciplines, on such issues as quality of services and protection of standards, in regard to required credentials for professionals to function in various human services roles.

We cannot wait for resolution of these issues, because manpower needs will not wait and bachelor's degree level practitioners will continue to be employed every year in social service administrative and managerial positions. Faced with these realities something else must be done.

We need to give attention and high priority to more adequately providing bachelor's degree level social work students with the education and understandings essential for their future professional careers. If social work education does not take responsibility in these areas, others will. Doing so will contribute to a more highly developed profession with educationally better prepared people for all levels of jobs in the human services (Glover, 1966).

Consequently, we considered the problem worth investigating and undertook this study. Our goals were:

1. to collect data to ascertain and document the status of the problem;
2. to identify educational elements necessary for adequately preparing entry level social service administrators and managers;
3. to develop and offer a short-term training program for CSPA baccalaureate graduates who expected to move into social service administration and management positions in the near future or who had held such positions less than six months; and
4. to follow-up the short-term training program phase of the project with effort to identify and prioritize education elements which could be used by CSPA to expand the present curriculum or to redesign a new program of study around social service administration and management.

III. Setting for the Project

Any future curriculum with foci on social service administration and management at the bachelor's degree level would need to be developed in a setting which is receptive and supportive of social work as an academic discipline and as a profession. We believe those conditions are met in CSPA.

The Wallace School of CSPA

Social work has been an integral part of the University of Oregon's Lila Acheson Wallace School of Community Service and Public Affairs since the School's founding in 1967.

The Wallace School is one of nine professional schools at the University of Oregon, which has over 16,000 students enrolled (including some 3,600 in graduate studies) and is essentially a liberal arts institution with a curriculum covering a broad range of knowledge: thirty-five departments and special programs in the liberal arts; nine professional schools and colleges, which includes the School of Community Service and Public Affairs; twelve research bureaus, institutes, and centers; and a graduate division.

The University of Oregon was named to membership in the Association of American Universities in 1969. The University has full accreditation from the Northwest Association of Secondary and Higher Schools, and confers a variety of baccalaureate, master and doctoral degrees.

The School of CSPA is a professional school with the aim of preparing undergraduate and graduate students for careers in areas of public and community service. The School presently has an enrollment of approximately 350 majors. The School offers both the Bachelor of Arts and Bachelor of Science degrees. Two master's degree programs are also administered in the School as part of the interdisciplinary studies program of the University.

School of CSPA Objectives

The School of Community Service and Public Affairs (CSPA) from its beginning has had as its objectives:

1. to provide an opportunity for students to acquire knowledge, skills, and attitudes needed to perform competently in community service and public affairs and/or prepare students for graduate study in human service programs.

2. to help plan and prepare new or alternate careers for those individuals wishing to return to the University at some later point in their lives than is usually the case.

3. to develop an awareness of the nature of social problems, current public issues and alternate strategies of administration, reform and intervention.

4. to provide an opportunity through seminars, institutes, workshops and conferences for the exchange of ideas between students, community leaders and practitioners.

5. to encourage and support research among the faculty (and students) in recognition of the need to know more about the nature of social problems and their resolution.

6. to translate knowledge from the behavioral and social sciences into practical terms and to communicate this information to professionals in practice.

7. to develop a positive commitment to human service and to increasing the effectiveness of social institutions in meeting individual and societal needs.

The School is committed to achieving these objectives through curriculum in its two major instructional divisions and varied other programs.

Administratively, the School has two major instructional units: the Public Affairs and International Development Division; and the Community Service Division, in which the Social Work Program is a member.

The Community Service Division offers preparation for students at the undergraudate level for professional careers in the human services. Within the division, students are offered two study options: General Community Service and the Social Work Program.

The Public Affairs and International Development Division offers two undergraduate majors. The first is in public affairs and administration, and the second major is in international development. As stated, master's programs are

offered by the division as part of the interdisciplinary studies program of the University. They are Master of Arts and Master of Science in Public Affairs; and an International Studies Master of Arts degree program, which is offered for students who contemplate careers in foreign affairs or in international organizations.

It was during the 1970-71 academic year, that the faculty of the Community Service Division formally voted to offer two undergraduate program options to majors in the Community Service Division:

1. the Social Work Program, and
2. the General Community Service Program.

Ensuing social work program development has focused on developing and sustaining a distinctive pattern of high quality professional education.

Social Work Program Objectives

Objectives of the social work program are compatible with the objectives of the School. They are as following:

1. The primary objective of the program is preparation for beginning professional practice in social work.
2. Secondary objectives are; to prepare students for graduate social work education, and
3. To provide an interdisciplinary experience to help students understand and adjust to living as responsive and productive members of society.

Social Work - Generalist Instructional Model

The social work program aims to effectively prepare generalist practitioners. Toward this aim, each student is provided instruction in each of the three basic methods and target areas of social work practice:

Casework - individuals and families,

Groupwork - groups, and

Community Organization - organization and communities.

For purposes of facility, this basic content is presented in three separate courses: CSPA 428, Casework Methods; CSPA 430, Group Work Methods; and CSPA 447, Community Organization and Social Planning.

However, we recognize that problems of individuals, groups and communities cannot be separated but continually intermingle. Thus, we encourage the social work student to approach professional practice from a solution-seeking orientation and to use intervention methods singly or through any combination needed and feasible, rather than holding to a single practice-method speciality.

We see the social work generalist practitioner as one with a commitment to individual, group and community well-being, and helping to meet their needs, prevent and solve their problems in social functioning.

The generalist practioner presents professional helping competence through employing varied conceptual understandings; traditional and innovative social work practice skills, (singly or in combination); within an ethical values framework; combined with caring and intuitiveness, and practical experiences.

Students admitted to the School of Community Service and Public Affairs have completed general and group requirements during their first two years at the University. Consequently, they come with a strong liberal arts base from which to build.

In course, all junior-year students in the Community Service Division are required to complete core requirements; whether they plan to remain in the General Community Service Program or move into the Social Work Program, during their senior-year.

Core Program Requirements (for Junior-Year Students), including description of course content, objectives, and credit hours, are as following:

1. CSPA 230, Field Observation (or approved substitution) - (2 credit hours).
   An introduction to human service agencies in the area of community services, public affairs, and leisure services. The student visits several agencies during the term to gain first-hand experience with a variety of agency settings and career patterns.

2. CSPA 315, Behavioral Foundations for the Helping Professions - (3 credit hours).
   Human development and behavior studied from the perspective of the helping professions. Practical approaches to problem-definition and problem-solving stressed. Students are encouraged to read from a broad range of social-science source materials.

3. CSPA 323, 324, Strategies of Intervention I & II - (5 credit hours each term).
   Basic principles of generic problem-solving process related to individual interactions, small group, organizational and community functioning. Study and practice in the use of skills and techniques for working with individuals, groups, organizations, and communities.

4. CSPA 328, Applied Social Research - (3 credit hours).
   Introduction to social research in community, agency, and governmental settings. Descriptive and experimental methods, sampling, research design, data collection, hypothesis testing, statistical analysis, research proposal and report writing.

5. CSPA 409, Supervised Field Study (junior-level placement) - (12 credit hours).
   An integral part of the CSPA curriculum required of all students, which is planned in relation to the student's total course of study. Field Instruction provides the opportunity for students to work in a community setting under agency and faculty supervision.

6. CSPA 411, Theory-Practice Integration Seminar (with field placement) - (3 credit hours).
   A required component accompanying field instruction which combines presentations by the faculty instructor, readings, and discussions designed to help the student integrate previous coursework and experience with the field placement. (Ethics and values content is included in this course.)

7. CSPA 440, Social Welfare Institutions: Policies and Programs I - (or approved substitute) - (3-5 credit hours).
   The histories, structures, policies, and services of the major social welfare programs.

Program Options and Focus Areas: As indicated, students in the Community Service Division, who successfully complete their junior-year, have the choice of two program options as senior-year students: they may remain in the General

Community Service Program; or through successfully going through a selections process, they may move into the Social Work Program.

Some students are also interested in additional course work concentrated on a professional role they seek, a social problem they are committed to, a field of practice they wish to enter, or a setting in which they might work.

Although we are not attempting technical training, nor to turn out specialists, which more appropriately should be dealt with through graduate studies, we have provided an accommodation.

Students with these interest elect what we call a focus area and take (settings) courses within their focus area. Choices of focus areas include: family and children services, corrections, community mental health, volunteerism, and other areas such as gerontology and program evaluation. We anticipate offering social service administration and management as an additional focus area. Courses taken should also complement the students career focus and senior-level field placement.

Senior-Year Coursework: Accordingly, coursework requirements, for senior-year students in the General Community Service Program, are listed.

8. Three Advanced Methods Courses - (9 credit hours).
   Courses taken are per the decision of the student, with guidance provided by the faculty advisor. Choices include social work practice courses, (i.e. Casework Methods, Group Work Methods, and Community Organization and Social Planning); or other courses in our School or in other University departments, such as, Communication Analysis, Developmental Counseling, Dreikursian Principles of Child Guidance.

9. Focus Area: Two Settings Courses - (6 credit hours).
   Courses taken are per the decision of the student, with guidance provided by the faculty advisor; courses selected should complement the student's career focus and senior-year field placement interest and may be selected from courses offered in the School or from other departments of the University.

10. CSPA 409, Supervised Field Study (senior-level placement) - (12 credit hours).
See page 7 for a description of the course.

11. CSPA 412, Theory-Practice Integration Seminar - (with field placement) - (3 credit hours).
See page 7 for a description of the course. (CSPA 411)

Comparatively, coursework requirements, for senior-year students who move into the Social Work Program, are as following:

8. Social Work Practice Courses - (11 credit hours).
(a) CSPA 428, Casework Methods - (3 credit hours).
Theory and methods in helping individuals and families from the viewpoint of the social work profession. Social casework as an art in which knowledge of the science of human relations and skill in relationships are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the person or family and all or any part of his or her total environment.

(b) CSPA 430, Group Work Methods - (3 credit hours).
Theory and techniques of working with groups in community service and public affairs programs; emphasis on development of practical group-work skills.

(c) CSPA 447, Community Organization and Social Planning - (5 credit hours).
Theory and methods used in working with organizations and communities. Citizen participation, social action, social legislation, community relations, and other organizational techniques; social planning processes and approaches to social problems; projects by class members analyzed.

9. CSPA 441, Social Welfare Institutions: Policies and Programs II - (or approved substitute) - (3 credit hours).
A critical analysis of the policy-making process in social welfare services and its application to current programs and new proposals.

10. Focus Area: Two Settings Courses - (6 credit hours).
Courses taken are per the decision of the student, with guidance provided by the faculty advisor; courses selected should complement the student's career focus and senior-year field placement interest and may be selected from courses offered in the School or from other departments of the University.

11. CSPA 409, Supervised Field Study (senior-level placement) - (12 credit hours).
See page 7 for a description of the course.
It is the senior-level placement which is germane to the social work program.

12. CSPA 412, Theory Practice Integration Seminar - (with field placement) - (3 credit hours).
See page 7 for a description of the course (CSPA 411).

13. CSPA 407, Proseminar in Social Work - (2-3 credit hours).
A seminar format will be used to provide students with an examination and evaluation of academic preparation, career-linkage, and anticipated career and/or further education expectations.

Social Work Program Coursework: Specialized content - through coursework - is provided which is in line with our stated primary objective of preparation for beginning professional practice in social work, and it is in compliance with the accreditation standards of the Council on Social Work Education, which requires a liberal arts base and content in the areas of (a) social work practice, (b) social welfare policy and services, (c) human behavior and the social environment, (d) social research, and (e) educationally directed field experiences.

To illustrate further, the specific social work courses and credit hours are as following:

Social Work Practice-Methods	
CSPA 428, Casework Methods	- 3 credit hours
CSPA 430, Group Work Methods	- 3 credit hours
CSPA 447, Community Organization and Social Planning	- 5 credit hours
Social Welfare Policy and Services	
CSPA 440, Social Welfare Institutions: Policies and Programs I	- 3-5 credit hours
CSPA 441, Social Welfare Institutions: Policies and Programs II	- 3-5 credit hours
Human Behavior and The Social Environment	
CSPA 315, Behavioral Foundation for the Helping Professions	- 3 credit hours
Social Research	
CSPA 328, Applied Social Research	- 3 credit hours
Focus Area: Two (2) Settings Courses	- 6 credit hours
Educationally Directed Field Experience	
CSPA 409, Supervised Field Study (senior-level placement)	- 12 credit hours
CSPA 412, Theory-Practice Integration Seminar (with field placement)	- 3 credit hours

CSPA 407, Proseminar in Social Work	- 2-3 credit hours
Total Minimum Hours	- 46 credit hours

The Field Experience Program

We are strongly committed to the value of a combination of classroom and field learning, and subscribe to Matson's (1967) point of view:

> Field experience provides an opportunity for the student to deepen and extend both foundation knowledge and practice knowledge. It comprises learning experiences which are different from but related to classroom learning and has as its special focus learning within the context of a social agency placement. A college or university offering field experience to students has a special responsibility to structure the placement so that it is truly an educational experience related to the total undergraduate program. A close relationship between school and agency must be maintained and the division of labor clearly understood.

The content of field learning experiences are carefully developed so that students are enabled to:

1. Gain first hand knowledge and understanding of community programs.
2. Understand the individual and social problems for which community programs and services are designed and the impact they have on individuals and the community.
3. Integrate and apply knowledge, theory, and understanding from classroom courses and other life experiences.
4. Develop techniques and skills commonly used in community programs.
5. Become aware of and analyze his own values to determine if they are consistent with a career in human services.
6. Explore his interest and aptitude for a career in human services.
7. Prepare for entry level employment as a professional in a community program or for entry into a program of graduate study.

A wide variety of public and private social agencies are used for field learning. Other community and public service agencies are also used. About 150 different agencies have been used for CSPA placements. In fact, more requests than

we can accept are received from agencies with interest and the ability to provide significant educational experiences for our students.

Agencies used are expected to provide field learning opportunities which are compatible with our educational program. They are also expected to provide a stable program, facilities, personnel receptive to the field learning program, and personnel qualified and available to participate in the program as agency supervisor. In essence, as noted by Hughes (1968), field agencies are a full partner in the teaching role and in the management and delivery of our field learning program.

Examples of field learning settings which have been used for social work students are as following:

- Children's Hospital School
- Sacred Heart General Hospital and Medical Center
- Lane County Head Start Program
- Lane County United Way
- Lane County Red Cross
- Eugene Parks and Recreation
- ASUO Child Care and Development Center
- Lane County Council of Governments - Gerontology Program
- Westmoreland Community Center
- Children's Services Division, Oregon Dept. of Human Resources
- Urban League of Portland
- Kaufman's Senior Citizens Center
- Lane County Division of Corrections
- Eugene Human Relations Commission
- Native American and Chicano Affairs Center
- Lane County Elderly Nutrition Program
- Silver Lea Public School
- U.S. Veteran's Administration Hospital
- State Mental Health Division - Alcohol Traffic Safety Program
- Voluntary Action Center
- CSPA New Careers in Mental Health Program

Outcomes Expected

We are committed to ongoing development and sustainment of a high quality professional education program.

Outcomes expected can be discussed in two ways; through an internal explication of competencies the student is expected to develop, and then an external explication of outcomes expected from delivery of the objectives of our social work program.

A. During the 1971-72 academic year, Community Service Division faculty developed a statement which detailed this first listing of outcomes expected, with the view that understanding expectations can greatly enhance both learning and teaching. Students are expected to:

1. Acquire the concepts and skills needed in working with individuals, groups, organizations and the community (i.e. through content in the areas of social work practice, social welfare policy and services, human behavior and social environment, social research, educationally directed field experience; and within an ethical values framework). (Examples added)
2. Adjust in appearance and behavior in order to accommodate <u>appropriately</u> professional and/or context norms.
3. Communicate openly, clearly, and concisely (in both oral and written form).
4. Demonstrate professional responsibility in meeting specific expectations of class work and field study.
5. Develop a personal conceptual framework which is adequate for evaluating and relating to reality.
6. Examine self for personal and professional growth.
7. Participate in a variety of processes and settings and in a number of different fashions (i.e. lecture, dialogue, simulations, independent study, individual learning contracts, team study, community projects).

8. Read widely and in great volume.

9. Tolerate and resolve ambiguity.

10. Work alone as well as with others in individual, one-to-one, small groups, and class projects.

B. Through the delivery of primary and secondary objectives of the social work program, outcomes expected are:

1. To prepare students for beginning professional practice in social work, through a program which:

(a) insures that all students achieve certain minimum competencies (i.e. through our total educational program) for presenting to prospective employers, and in which consumers may place confidence;

(b) meets accreditation standards of the Council on Social Work Education;

(c) stimulates and enhances students being imaginative and receptive to new ideas, relating new learning to practice, and having self-direction for their continued personal growth and professional development;

(d) facilitates students joining the National Association of Social Workers, and other professional organizations, as aids for continuing professional development, professional services, and employment; and

(e) facilitates students taking advantage of merit examinations, civil service, licensure, and other employment opportunities.

2. To prepare students for graduate social work study, through a program which meets graduate social work schools admissions criteria (i.e. sanctioned program of study, accreditation).

3. To provide an interdisciplinary experience to help students understand and adjust to living as responsive and productive members of society, through such approaches as:

(a) admitting non-majors to appropriate courses;

(b) advisement, to help students effectively use educational opportunities; and

(c) special offerings and continuing education activity.

Innovative Programs within CSPA

The School also offers an Independent Study program and several grant-funded programs which provides wide choice and flexibility for the CSPA student. The grant-funded programs include: 1) The Program Evaluation and Development Program, a National Institute of Mental Health funded program which prepares students to function as evaluators and planners within their chosen mental health or social service-related career; 2) The Career Information System which provides current labor market and educational information in usuable forms to individuals, schools, and social agencies in Oregon; and 3) New Careers in Mental Health, a program which works to implement academic training and in-service experience for new careerist.

In addition to our social service administration and management project, four other experimental activities are being carried out in the School.

1. CSPA is experimenting for the third year with offering as a "package" four core courses which are required of all entering students who major in Community Service. The courses are also prerequisites for entering the Undergraduate Social Work Program.

The four courses are: CSPA 230 Field Observation; CSPA 323 Strategies of Intervention I; CSPA 324 Strategies of Intervention II; and CSPA 440 Social Welfare Institutions; Policies & Programs I.

Description: The courses are designed to help students develop basic understandings of interpersonal relationships, group process, organizational

structures and functions, community functions and resources, and social welfare history, policies, and programs; and to be able to design and implement interventions at the one-to-one, group, organizational, community, and social systems levels.

Learning objectives and outcomes: (1) to be able to conduct informational interview; (2) to be able to observe and analyze group process, to make recommendations for improving the process, and to be able to work as a member of a task group; (3) to be able to identify a need in community which is not being met; (4) to be able to describe existing social service delivery systems in community; (5) to be able to review history of social welfare in relationship to a current social need; (6) to be able to describe the value framework of a particular service; (7) to be able to describe one's own value framework regarding social services; (8) to be able to develop a proposal for a needed social service, including an implementation plan which is based on knowledge of power structure and resource availability; (9) to be able to examine current social legislation in relationship to a particular social service or need; (10) to be able to use a problem-solving technique effectively.

2. CSPA's Division of Public Affairs and International Development is in process of redefining its areas of concentration. Social Service Administration is proposed as one new concentration area for master's degree studies, but work has not been completed on developing the program of study for the area.

3. A HEW Foster Parent Training Grant: During 1974-75 academic year, the grant provided for a ten-week series of training sessions designed to help foster parents learn to deal with the special needs and problems of foster children. The ultimate goal was to develop a corps of foster parents who can train others.

The grant also covered two other projects: working with three group homes for teenagers, and in-service training for agencies where CSPA students are currently doing field instruction placements.

4. A grant from the Cooperative Assessment of Experiential Learning (CAEL) Project: Activity during the 1974-75 academic year involved the problem of assessing interpersonal skills in experiential learning with foci on examining and documenting CSPA's mode of field instruction. Work continues during the 1975-76 academic year with the help of a continuation grant.

IV. Research Design and Data Gathering

Funding

This research-training project was partially supported by a grant from the Social and Rehabilitative Services of the U.S. Department of Health, Education, and Welfare. The grant was applied for by our School (CSPA) and the Portland State University School of Social Work (PSU-SSW), through the cooperative relationship we have with the PSU-SSW.

A grant of $25,054.00 was awarded, with PSU-CSPA receiving $17,280.00 and CSPA receiving $7,774.00 of the funds. We received the project funds on September 30, 1974, two weeks after the academic year began. The funds partially supported personnel and other costs for the period October 1, 1975 through June 30, 1975.

We greatly appreciated receiving the grant funds which covered about 9 per cent or 3.6 hours weekly (on the basis of an average work week of 40 hours) of our planner-researcher's time, and the funds covered hourly wages for an undergraduate student assistant to work on the project 15 hours weekly.

Name of Personnel and Title	CSPA Position
Marjorie Brown Wright, M.S.W. Project Planner and Research Director	Assistant Professor of Community Service and Social Work Program Coordinator (1973-75)
Evelyn Harwood Student Assistant	Senior-year Student Major: CSPA - Social Work

In addition, the grant funds met costs of travel and publications incurred through project activity and met costs of adjunct instructors who participated as workshop (modules) leaders during the short-term training program phase of the project.

The budget for expenditures (of the $7,774.00 grant funds) was as follows:

Personnel	$4,600.00
OPE @ 14%	644.00
Travel	1,000.00
Publications	954.00
Indirect Costs	576.00
TOTAL	$7,774.00

The academic year began in CSPA on September 16, 1974 and pre-funding activity was as follows:

1. Announcement of the project within CSPA (with emphasis on subtitle: Development of an Education Model for Social Service Administration and Management).

2. Initial identification and gathering of data on related activity within CSPA. (This data was reported on in Section III.)

3. Development of project staffing plan, and defining of personnel selection and hiring procedures at the University, including applicable affirmative action processes.

4. Advertisement for a student assistant, with hiring and training pending receipt of project funds. As previously indicated, the funds were received on September 30, 1974. Subsequently, the student assistant was employed and began work on October 16, 1974.

The receipt of grant funds, covering the period October 1, 1974 to June 30, 1975, stimulated project activity. An ambitious time table and possible chart of events was developed.

To facilitate identifying and utilizing interested colleagues, resource persons, and activity related to the project, information about the project was further disseminated through the preparation of a news bulletin and its publication in the CSPA newsletter, and in other campus and off-campus media. Personnel communication was carried out through such activity as formal and informal conferences and a project notebook.

Procedures

The limited grant funding period, and lack of funds for trainees, also pointed up the need for modification in the original research design, particularly in regard to the planned two-week short-term training program and follow-up phases of the project. Procedures for the project were originally projected for a two-year period and were as follows:

Step 1. Findings from the follow-up study of recent baccalaureate level social work graduates will be further analyzed, additional graduates will be surveyed, and consultations will be held with practitioners, in order to obtain specific data toward defining knowledge and skill competencies needed. Consultation will be sought from social workers who are practicing in the field as well as from professionals of other disciplines who are practicing in the field. Findings will be used to design an experimental curriculum to use in a two-week training program.

Step 2. A limited number of the recent graduates will be brought to the University of Oregon campus (i.e., the number to be invited will depend on funding) for an intensive two-week training program designed to prepare them for high quality performance in social service administration and management. Interdisciplinary university-based instructors (from the University of Oregon and Portland State University) and practitioners from the field will be used in the instructional process, with focus on student-teacher and peer-group interaction for maximizing learning in the short time period.

Step 3. Participants will conduct a preliminary evaluation at the end of the two-week session (to be held spring term 1975). A sample of participants in the two-week training session will be invited back to the University campus for a two-day follow-up meeting about six months later (e.g. December 1975), with focus on assessing and evaluating the program with the extra ingredient of their having tried things gained from the spring training session.

Step 4. After the two-day session, results will be compiled, analyzed, interpreted, and published for the benefit of potential users and other interested parties.

Step 5. Gains from the project will also be incorporated into the University of Oregon's undergraduate social work program as a concentration students may select to prepare to enter entry level careers in social service administration and management.

Because of the lack of funds to sponsor trainees for a two-week period, and inorder to reduce costs for some of the potential trainees, the short-term training program was re-designed into a two-day workshop and scheduled for June 27-29, 1975.

Scheduling the workshop for June 27-29 facilitated trainees coming to participate in the workshop and also participating in the regular summer session at the University of Oregon. In addition, interested summer session students were able to participate in the workshop.

In recognition of the credentialing trend in the work world and the desirability of students having symbols of achievement, the workshop was scheduled for one or two hours of Undergraduate or Graduate credit, with a tuition payment of $78.00 for graduate students and $48.00 for undergraduate students.

This financial plan was advantageous for full-time students enrolled for the University's summer session, in that a full-time student would already have paid $193.00 to take up to 21 credit hours, and could participate in our workshop as part of his or her planned program of study and without additional tuition payment.

In addition, persons wishing to participate in the workshop on an "audit" basis were admitted.

The short-term training program is discussed in more detail in Section VI of this document. Discussion in this section has been limited to an explanation of changes in the time-frame and arrangements for the training program which were required because of the lack of funds for trainees.

Literature Scan

We completed a literature scan and annotated bibliography for sixty-three (63) references related to the project. It covered several journals for the last 10 years.

The reader will note that there is no review of the literature in this report. Identical or similar studies to this project were not found. In absence of such material, we decided it is not necessary to summarize the literature.

Instead, we chose to utilize and make reference to the literature throughout the project and in this report, as judged appropriate. A complete list of references is included at the end of this document for those who are interested.

Alumni Surveyed

The population to be surveyed was identified. This population included two groups.

The first group included graduates who completed CSPA's Undergraduate Social Work Program from the time it was first approved by the National Council on Social Work Education (April, 1972) and through December 1974. This population totaled 38 graduates.

The second group included an equal number of graduates (38) from other CSPA programs (i.e. Leisure and Culture Services, Public Affairs, and International Development), selected by a quota sampling plan, for the same time period (April, 1972 through December, 1974).

Hypotheses

Hypotheses to be tested were defined as follows:

1. More graduates who completed the Undergraduate Social Work Program (USWP) have social service administration and management positions than those graduates who did not complete the Program. (i.e., per knowledge, skills, and abilities elements).

2. Graduates who completed the USWP are more mobile for employment purposes than those graduates who did not complete the Program. (i.e., residence maintained outside Eugene-Springfield).

3. Graduates who completed the USWP obtain full-time employment earlier or within the same period of time, and with similar incidence, as those who did not complete the Program.

4. More graduates who completed the USWP entered a first-job related to their training than those graduates who did not complete the Program.

5. Graduates who completed the USWP have positions paying higher salaries than those graduates who did not complete the Program.

6. More graduates who completed the USWP have entered graduate social work study or other graduate study, than those who did not complete the Program.

7. More graduates who completed the USWP and who are not presently in social service administration and managerial positions will be interested in entering such positions than those who did not complete the Program.

8. Among graduates who completed the USWP and are in administration and management positions or interested in entering such positions, more of them will be interested in participating in the short-term training program to be offered by the project than graduates who did not complete the Program.

Project Consultants

Sixty potential project consultants were selected from several fields of professional practice, with focus on Children and Family Services because this is an area in which we have special interest and expertise.

Project consultants were also selected to represent rural and urban settings, male and female, different organization structures, and from different ethnic groups.

The research design was explained and the consultation instrument was distributed during face to face interviews with as many potential project consultants as possible, to enhance their return of the instruments.

Interviews were conducted at meetings of the Oregon Community Coordinated Child Care Council, and at the 1975 annual meeting of the National Conference on Social Welfare, and with additional contacts and some follow-up by telephone and correspondence. Forty-five of the sixty potential project consultants returned the consultation instrument. A list of consultants is provided.

LISTS OF CONSULTANTS

I. Children and Family Services

A. Day Care and Child Development Services

1. Marilyn Aberle, Program Advisor
   Jackson-Josephine 4-C Council
   Medford, Oregon

2. Stephanie S. Beeman, Executive Director
   Northeast Oregon 4-C Council
   LaGrande, Oregon

3. Geoffrey Blackett, Executive Director
   Clatsop-Tillamook Child Care Council
   Astoria, Oregon

4. Judith Clements, Director
   District 10 4-C Council
   Bend, Oregon

5. Susanne L. Dufay, Administrative Assistant
   UO Child Care & Development Center
   Eugene, Oregon

6. Alice Edwards, Administrative Assistant
   The Child Center, UO & LCC
   Eugene, Oregon

7. Ruth B. Edwards, Executive Director
   Lane County 4-C Council
   Eugene, Oregon

8. Bonita Kennedy, Director
   Crook-Deschutes-Jefferson Child Care Council
   Bend, Oregon

9. Loretta Norman, Executive Director
   Klamath Lake Child Care Council
   Klamath Falls, Oregon

10. Katherine Sacks, Director
    UO Child Care & Development Center
    Eugene, Oregon

11. Mindy Sakraida, Director
    Phoenix Child Care Center
    Medford, Oregon

12. Sherry L. Smith, Director
Small People's Learning Center
Bend, Oregon

13. Bruce Stennett, Fiscal Consultant
Oregon Children's Services Division
Salem, Oregon

14. Margaret Wiley, Executive Director
Jackson-Josephine 4-C Council
Medford, Oregon

15. Patrice Wolters, Aide Trainer
UO Child Care & Development Center
Eugene, Oregon

B. Foster Care Services

16. Jean D. Altorfer, Program Specialist
Foster Family Care Unit, Oregon Children's Services Division
Salem, Oregon

C. Public Welfare

17. Raymond O. Cooper, Chief
Social Service Bureau
Richmond Dept. of Public Welfare
Richmond, Virginia

18. Edmond D. Jones, Director
Richmond Dept. of Public Welfare
Richmond, Virginia

19. Rena L. Young, District Office Supervisor
Illinois Dept. of Public Aid
Chicago, Illinois

20. Floyd Williams, Supervising Caseworker
Woodlawn Office
Illinois Dept. of Public Aid
Chicago, Illinois

D. Red Cross

21. Wesley E. Sime, Supervisor of Intake
American Red Cross
Seattle, Washington

E. Research

22. Shirley L. Perry, Resource Aide Coordinator
(Human Resources Assistant I)
Oregon Children's Services Division
Eugene, Oregon

F. Salvation Army

23. Captain Russell R. Fritz, Commanding Officer
The Salvation Army
Eugene, Oregon

G. Services To The Aged

24. Carol Batson, Senior Services Coordinator
City of Oakridge
Oakridge, Oregon

II. Community Planning and Development

25. Pennie McClanahan, Special Projects Coordinator
Human Resources Center
Lane County Social Services Division
Cottage Grove, Oregon

26. Rose Moore, Community Group Work Supervisor
El-Ada Community Action Agency
Boise, Idaho

27. John Richmond, VISTA
Lane County Social Services Division
Cottage Grove, Oregon

III. Corrections

28. Carol Anderson, Probation Officer
King County Juvenile Court
Seattle, Washington

29. Amos S. Moore, Probation Officer
U.S. Court
Chicago, Illinois

IV. Education

30. Edwin Garth Brown, Professor of Social Work
University of Utah Graduate School of Social Work
Salt Lake City, Utah

31. James Collins, Principal
Edmonton Separate Schools
Edmonton, Alberta, Canada

32. Carol Bevan Davies, Assistant Principal
Alberta Hospital School
Edmonton Public School Board
Edmonton, Alberta, Canada

33. Billie LeSueur, Assistant Professor
Oregon State University Extension Service
Klamath Falls, Oregon

34. Saralie Lewis, Instructor
Lane Community College
Eugene, Oregon

35. Aubrey C. Trimble, Title I Specialist
Eugene School District
Eugene, OR

V. Manpower Development

36. Ralph Bentley, Manpower Coordinator
Eastern Oregon Community Development Council
LaGrande, Oregon

37. Ruth L. Wayne, Manpower Coordinator
Eastern Oregon Community Development Council
LaGrande, Oregon

VI. Medical and Health Services

38. Norma Jones, Director
Social Work Department
Mt. Carmel Mercy Hospital
Detroit, Michigan

39. James McNamara, Director of Social Services
University of Utah Hospitals
Salt Lake City, Utah

VII. Psychiatric and Mental Health Services

40. Jimmie Davis, Program Coordinator
Manteno State Hospital
Manteno, Illinois

41. Dolores B. Exum, Chief Social Worker - Program Coordinator
Mile High Health Center
Illinois Mental Health Department
Chicago, Illinois

42. Greg Newton, Mental Health Specialist III
Manteno State Hospital
Manteno, Illinois

VIII. Miscellaneous

43. Gary Davis, Sales Counselor & Research Representative
Protech Insurance Services, Inc.
Oakland, California

44. April Moran, Editor & Minister's Secretary
First Christian Church
Eugene, Oregon

45. Vassielonia Sanders, Postal Assistant
U.S. Post Office
Eugene, Oregon

Survey Instruments

We designed survey instruments for gathering data from the alumni and consultants.

We also designed a profile study instrument, in order to explore similarities and differences between social work graduates, other CSPA graduates, and current social work graduates. This instrument will be analyzed at a later date.

This document reports on the survey of alumni and consultants which is the activity specifically related to the project.

Copies of the survey instruments are provided in the Appendix.

V. Presentation of Findings

Alumni - Summary of Findings

	Social Work Graduates	Other CSPA Graduates
Number of surveys mailed	38	38
Number of surveys returned	20	4
Response Rate	53%	11%

Date of Graduation

June 1972	1	--
June 1973	3	2
August 1973	1	--
December 1973	1	--
March 1974	2	--
June 1974	9	1
December 1974	3	1
	20	4

Length of Time After Graduation for Obtaining Full-Time Employment

Immediately - Hired by Field Placement Agency	3	0
1 - 3 months	12	2
3 - 6 months	3	2
6 - 9 months	1	0
9 - 12 months	1	0
	20	4

	Social Work Graduates	Other CSPA Graduates
Residence Changed for Employment		
Yes	17	1
No	3	3
	20	4
First Full-Time Position Related To Training		
Yes	15	2
No	5	2
	20	4
Position is Classified as Administration and/or Management		
Yes	10	3
No	10	1
	20	4
Position Not-Classified as Administration and/or Management, But Interested in Entering Such a Position		
Yes	6	--
No	4	1
	10	1
Administrators and/or Managers Interested in Short-Term Training Program		
Yes	6	2
No	4	1
	10	3
Non-Administrators and/or Managers Interested in Short-Term Training Program		
Yes	6	--
No	4	1
	10	1

	Social Work Graduates	Other CSPA Graduates
Graduate School Study Since Graduation		
Yes	3	--
No	17	4
	20	4
Salary Ranges		
0 - 199	--	--
200 - 399	4	--
400 - 599	4	1
600 - 799	11	1
800 - 999	1	--
1000 - 1199	--	1
1200 - 1399	--	--
1400 - 1599	--	1
	20	4
Employment Auspices		
Public Organization	14	2
Private Organization	6	2
	20	4
Continuing Education Received Since Graduation		
Yes	9	1
No	11	3
	20	4

Continuing Education Courses Completed

Labor Market Analysis
Humanistic Behavior
Small Group Interaction
Juvenile Delinquency and The Criminal
Career Change Workshop
Volunteerism
Educational Counseling and Guidance
PED Seminar
Workshop in Volunteer Management
Mental Health Workshop

Continuing Education Sites

University of Oregon
Eastern Oregon State College
Blue Mountain Community College
San Francisco State University
National Center for Voluntary Action, Seattle

Comments

My job is a management job on a low level!

Regardless of training, technical background, or skills, I feel that the keystone is interpersonal relations and communications. I would like to see this area emphasized in a course.

I did my field placement at _____ and worked on call there until I was hired full-time as a regular staff person.

I'm really delighted to see this happening. If you remember, lack of training in administration and management was the only area that I had room for complaint in our social work program. I sincerely hope I'm able to take advantage of the course mentioned above as I feel it would be extremely beneficial in terms of problem-solving skills on the part of management, in dealing with employee working relationships.

I am now employed under the CETA act. My job is going to last through December 1975. However, no guarantee after that. I enjoy my job now and hope to be employed here for awhile at least. CSPA is a very good background for my job. I feel that many things I learned apply to the work I do, especially interviewing, social policy, non-verbal communication, casework, and strategies. It would be fun to know what happened to other people I went to school with. Do you still put out a newsletter?

Consultants - Summary of Findings

Table 1

Ethnic and Sex Distribution of Consultants

	Female	Male	Totals
Afro-American	4	5	9
Native American	1	0	1
White, U.S.A.	24	9	33
Foreign (i.e. Canadian)	1	1	2
TOTALS	30	15	45

Table 2

Distribution to Show Consultants Rural-Urban Employment Location, by Sex

	Rural	Urban	Rural-Urban	Totals
Male	3	12	0	15
Female	5	14	11	30
TOTALS	8	26	11	45

Table 3

Consultants Field of Practice by Number and Percent

Field of Practice	Number	Percent
Children and Family Services	24	54
Community Planning and Development	3	7
Corrections	2	4
Education	6	13
Manpower Development	2	4
Medical and Health Services	2	4
Psychiatric and Mental Health Services	3	7
Miscellaneous	3	7
TOTALS	45	100%

Table 4

Consultants Human Services Experience and Social Service Administration and Management Experience, by Number of Years

	Human Services Experience		Social Service Administration and Management Experience	
Number of Years	No.	%	No.	%
1 - 3	7	18	19	50
4 - 6	9	24	5	13
7 - 9	5	13	5	13
10 - 12	3	8	7	18
13 - 15	1	3	1	3
16 - 18	3	8	0	0
19 - 21	6	15	0	0
22 - 24	1	3	0	0
25 - 27	2	5	1	3
28 - 30	1	3	0	0
TOTALS	38	100	38	100

As shown in Table 4, thrity-eight of the forty-five consultants for the project have had experience in human services and in the field of social service administration and management. Of those 38 persons, 24 per cent have been administrators during their entire human services career; 3 per cent came as administrators from another career line; and 13 per cent received administrative and/or managerial positions without prior administrative or managerial training.

Table 5

Number of Consultants, by Occupational Roles, Who Had Received Training in Social Service Administration and Management

Occupational Role	Received Training	Had Not Received Training	Totals
Administrators	10	2	12
Managers	8	0	8
Middle Managers	12	3	15
Supervisors	3	0	3
Line Staff	4	3	7
TOTALS	37	8	45

Table 6

Knowledge Areas Identified by Consultants as Needed to Perform in an Administrative and/or Managerial Role

Knowledge Areas Needed	Number of Times Nominated
Advancing the Profession	5
Advising and Counseling	10
Accountability	4
Architectural Maintenance	3
Budget Planning	10
Clerical	16
Counseling the Staff	2
Communications	16
Consultation	3
Field of Practice Information	24
Financial Administration	15
Instructing	7
Interpersonal Relationships	15
Legislative Process	5

Table 6 continued

Personnel Administration	9
Policy Development	3
Policy Evaluation	1
Policy Implementation	6
Policy Planning	6
Program Coordination	22
Program Development	13
Program Evaluation	13
Program Implementation	16
Program Planning	13
Proposal Writing	2
Research	5
Social Planning	15
Social Work Methods	20
Staff Development	18
Supply and Procurement	4
Worker Supervision and Evaluation	18

Table 7

Summary of Consultants Educational Background by Degrees Received and Academic Majors

	Academic Majors												
Degree Received	Bus Adm	Ed	Eng	Health Ed	Home Ec	Inner City Stud	Journ	Public Affairs	Soc Sci	Social Work	NA	Freq	%
High School	-	-	-	-	-	-	-	-	-	-	1	1	2
Associate of Arts	-	-	-	-	-	-	-	-	-	-	5	5	11
Bachelor's	1	1	2	1	2	-	1	2	7	4	-	21	47
Master's	-	1	-	-	-	1	-	2	4	7	-	15	33
Doctorate	-	1	-	-	-	-	-	-	-	2	-	3	7
TOTALS	1	3	2	1	2	1	1	4	11	13	6	45	100%

Bachelor's - Of the 21 persons surveyed who had received Bachelor's Degrees, 65 per cent had been awarded within the past 10 years.

Master's - Of the 15 persons surveyed who had received Master's Degrees, 54 per cent had been awarded within the past 5 years.

Post Master's - All Doctoral Degrees had been awarded within the past 10 years.

Table 8

Location of Educational Institutions Attended by Consultants

Location	Number	Percent
Illinois	9	20
Oregon	20	45
Washington	3	7
Other, USA	11	23
Foreign (i.e. Canada)	2	5
TOTALS	45	100%

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Table 9

Time Consultants Spend in Social Service Administration and Management, by Occupational Roles, and by Number and Percent of Time

Percent of Time	Administrators		Managers		Middle Managers		Supervisors		Line Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
91 - 100	3	25	4	50	2	13	-	-	1	14
81 - 90	2	17	-	-	1	7	-	-	-	-
71 - 80	3	25	2	24	4	26	-	-	-	-
61 - 70	3	25	-	-	1	7	-	-	-	-
51 - 60	-	-	1	13	-	-	2	67	1	14
41 - 50	-	-	1	13	3	20	-	-	-	-
31 - 40	-	-	-	-	-	-	-	-	-	-
21 - 30	1	8	-	-	1	7	1	33	2	29
11 - 20	-	-	-	-	-	-	-	-	-	-
0 - 10	-	-	-	-	3	20	-	-	3	43
TOTALS	12	100%	8	100%	15	100%	3	100%	7	100%

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U of O Curriculum Related to the Project

The University of Oregon catalog was surveyed and approximately 150 courses, in CSPA and in other University departments, were identified as having some relationship to training the bachelor's level social service administrator and/or manager.

A selected number of the courses (about 75), are listed: course descriptions are omitted in this document on the assumption the course titles sufficiently convey course content. In addition, the University catalog is easily available for reference, if a course description is desired.

The listings are grouped to indicate basic courses, advanced methods courses, focus areas - settings courses, and general knowledge courses.

Basic Courses

CSPA 221, Social Issues and Policies: Combating Racism
CSPA 242, Poverty Solutions
CSPA 315, Behavioral Foundations for the Helping Professions
CSPA 323, 324, Strategies of Intervention I, II
CSPA 321, 322, Public Administration Concepts I, II
CSPA 440, 441, Social Welfare Institutions: Policies and Programs I, II
CSPA 455, Theory of Public Organization
CSPA 407, Seminar: Issues in Social Work Practice
CSPA 407, Proseminar in Social Work
CSPA 409, Supervised Field Study
CSPA 411, 412, Theory-Practice Integration Seminar

Advanced Methods Courses

CSPA 428, Casework Methods
CSPA 430, Group Work Methods
CSPA 447, Community Organization and Social Planning
CSPA 407, Counseling Interview
COUN 407, Dreikurian Child Guidance
CSPA 328, 329, Applied Social Research I, II
CSPA 431, 432, 433, Communication Analysis
CSPA 435, Developmental Counseling (or) COUN 407, Principles of Counseling

CSPA 442, Social Adaptation
CSPA 445, Correctional Systems II
COUN 407, Pre-retirement Counseling

Focus Areas: Settings Courses

CSPA 407, Alcohol and Drug Problems
CSPA 407, Volunteerism
CSPA 446, Correctional Systems I
CSPA 446, Child Welfare Services
CSPA 448, Community Mental Health
CSPA 407, Introduction to Community Development
CSPA 371, International Community Development
CSPA 407, Perspectives in Aging
CSPA 465, 466, Administration of State and Local Government I, II
CSPA 468, Federal Public Administration: Departments and Agencies
CI 407, Seminar: Community Education
COUN 589, Organization and Administration of Guidance Services
EdAd 572, Public School Administration
EdAd 573, Public School Organization
HiEd 550, Administration of College Student Services
HiEd 571, Administration of the Community College
RPM 370, 371, Organization and Administration of Recreation I, II
RPM 407, Seminar: Administration of Senior Centers
RPM 460, Survey of Recreation for Special Groups
RPM 394, 395, Youth Agencies I, II
RPM 490, Principles of Outdoor Education
RPM 499, School and Community Recreation Programs

General Knowledge Courses

AC 430, Fund Accounting
CSPA 450, Public Financial Administration
CSPA 460, Public Personnel Administration
CSPA 467, Federal Public Administration, The Presidency
CSPA 469, Federal Public Administration: Intergovernmental Relations and the Regulatory Process
CSPA 480, Organization of Leisure Services
CSPA 407, Advocacy: Rights and Responsibilities
CSPA 407, Confrontations of Death
EPSY 407, Developmental Psychology of Adulthood and Middle Age
HE 407, Health-Related Aspects of Aging
MGT 199, Special Studies: Introduction to Management
MGT 321, Interpersonal Relations
MGT 528, The Executive Function
MGT 534, Human Resources Management
PS 407, The Politics of Aging
PS 351, Introduction to Public Administration

PS 413, The Politics of Bureaucracy
SOC 213, Organizations and Occupations
PSY 451, Theories of Personality
SOC 448, Sociology of Occupations
SOC 541, Theory of Organization
SOC 542, Power and Influence in Community and Society

Discussion of Findings

Graduates of the Undergraduate Social Work Program (USWP) responded well to the survey (53 per cent), however, because of the low response rate (11 per cent) from graduates of other CSPA undergraduate programs (hereafter referred to as "other graduates"), one must be very careful in drawing conclusions from the survey. With these limitations in mind, the survey results of those who did respond support all except one project hypotheses and are summarized as follows:

1. More USWP graduates have social service administration and management positions (50 per cent) than "other graduates" (25 per cent).

2. USWP graduates are more mobile for employment purposes (85 per cent) than "other graduates" (33.3 per cent).

3. After graduation, USWP graduates and "other graduates" obtain full-time employment within similar time periods.

4. More USWP graduates hold first-jobs related to their training (75 per cent) than "other graduates" (50 per cent).

5. Hypotheses not supported: "Other graduates" hold positions paying higher salaries than USWP graduates.

6. More USWP graduates have entered graduate studies (18 per cent) than "other graduates" (none).

7. More USWP graduates are interested in entering social service administration and management positions (60 per cent) than other graduates (none).

8. More USWP graduates were interested in the short-term training program (60 per cent) than "other graduates" (50 per cent).

Forty-five persons, with extensive experience in social service administration and management and in human services, provided consultation for the project. They are a multi-ethnic group, are employed in urban and rural locations, fill a variety

of professional roles, and are from seven fields of social work practice. Their educational backgrounds vary, for example, forty-seven per cent have bachelor's degrees and thirty-three per cent have master's degrees.

Based on advice from the consultants, readings, the workshop, and our experiences, we offer the following recommendations for an educational program for entry level social service administrators and managers.

1. The curriculum should be an undergraduate level offering.

2. It should be a senior-level focus area which prepares for entry level careers in social service administration and management, and provides a foundation for students to enter graduate school study or professional studies through other educational programs.

3. The program should be offered in CSPA where needed resources exist and may be utilized through a few structural activities (i.e. coordination; curriculum scheduling and teaching coverage; student identification, recruitment and advising responsibilities; contracting for professional community relatedness; administration and curriculum monitoring).

4. The senior-level curriculum should include the following components:

   CSPA 428, 430, 447, Social Work Practice - Mathods
   With integration of appropriate administration and management aspects.

   Focus area: Field of Practice Courses

   CSPA 409, Supervised Field Study (senior-level placement), and the accompanying, CSPA 412, Theory-Practice Integration Seminar
   Field learning should have emphasis on integrating and providing experiences in administration and management.

   CSPA 407, Proseminar in Social Work

   CSPA 408, Workshop: Social Service Administration and Management
   A new comprehensive course offering should be developed which gives a broad overview of trends and issues, and major fundamentals involved in administration and management processes, with content including identified knowledge areas as listed on pages 34 and 35 of this document.

VI. Short-Term Training Program

An early output of the study was the short-term experimental training program: Workshop in Social Service Administration and Management. It was presented June 27 - 29, 1975 at the University of Oregon.

Calendar, Credits and Tuition

Through arrangements by CSPA, the entire workshop was held in a comfortable University dormitory (Bean Hall - DeBusk Unit). Facilities included a large classroom and adjoining attractive living room with a fireplace, a private bathroom, and meal facilities in the dormitory cafeteria.

Workshop sessions were held Friday, June 27, 7:30 p.m. to 9:30 p.m.; Saturday, June 28, 9:00 a.m. to 9:00 p.m.; and Sunday, June 29, 9:30 a.m. to 11:30 a.m.

The workshop was scheduled as a University summer session listing: TLN 4100, CSPA 406M Workshop in Social Service Administration and Management, (1 or 2 credit hours).

Tuition was $78.00 for graduate students and $48.00 for undergraduate students. As indicated earlier, regular full-time summer session students took the course as part of their study plan and paid no additional tuition.

Admission and Registration

Brochures announcing the workshop offering were mailed to all CSPA graduates who responded to our study questionnaire, to project consultants, and the workshop was announced through CSPA and University media, and in summer session bulletins.

Admission to the University of Oregon Summer Session was not necessary for workshop participation, but all students intending to enroll for credit had to return a Registration Request Form. This form was mailed to all potential students, along with the brochure announcing the workshop offering.

Potential students were requested to return Registration Request Forms to our project staff, rather than to the University's summer session office. Through this arrangement, we were able to obtain registration materials in advance and save students from possible all day registration procedures. Through our help, they simply came to our offices for their registration materials and made one call to the University's administration building to pay tuition.

Workshop Student-Participants

The workshop offering was well received. It attracted 38 students. The roster is as follows:

1. Okon Akpon
2. Cecil Ashley
3. Augustine Asuquo
4. Carol Batson
5. Ralph E. Bentley
6. Vinnie Bethune
7. Lora Buckingham
8. Isaias Carranza
9. Judith A. Clements
10. James Collins
11. Carol Davies
12. Alice Edwards
13. Louise Fischer
14. Margaret Hallett
15. Jerry Hart
16. Evelyn Harwood
17. Billie LeSueur
18. Saralie Lewis
19. Gregory Milton
20. April Moran
21. Rose Mae Moore
22. Billie Morris
23. Sandra McPherson
24. Sunday Nkana
25. Samuel Obembe
26. Shirley Perry
27. Lois Prinzing
28. Clifford Randolph
29. John Richmond
30. Vasslelonia Sanders
31. Valerie Siegel
32. Shirlee Smith
33. Timkama Uduot Udoka
34. Alexander Usenko
35. Ruth L. Wayne
36. Ronald Williams
37. Dennis Wine
38. Kelly Wyatt

Table 10

Ethnic and Sex Distribution of Student-Participants in the Short-Term Training Program

	Female	Male	Totals
Afro-American	3	3	6
Chicano	0	1	1
White, U.S.A.	17	7	24
Foreign (i.e. Ghanain, Nigerian)	0	5	5
Foreign (i.e. Canadian)	1	1	2
TOTALS	21	17	38

Purpose and Scope

The purpose of the course was: An examination of knowledge and skills needed for adequate performance in social service administration and management.

Through readings by such authors as Katz (26), Phillips (44), and Uyterhoven (56), and through our consultations, we were able to examine a variety of knowledge, skills, and abilities areas, which were identified as needed by the social service administrator and/or manager.

Based on our analysis of the knowledge areas needed, (as presented in Section V of this document), a workshop syllabus was developed to include instructional modules on organizing, planning, financial management, personnel administration, program development, and evaluation.

Instruction in the workshop was leveled for CSPA baccalaureate graduates who expected to move into social service administration and management positions in the near future or who had held such positions less than six months. In addition, University summer session students were admitted to the workshop on a space available basis.

Additional Objectives of the Course: The course was designed to enable the student who completed the workshop to:

1. Understand theories and techniques needed for professional practice as a social service administrator and manager.

2. Develop competencies for entry level functioning as a social service administrator and manager.

3. Leave with direction for continued development in study areas.

Teaching Methods and Materials

Teaching methods were carefully selected to enhance learning in our unusual circumstance of a retreat-like weekend workshop.

As mentioned above, instruction in the workshop was leveled for the CSPA baccalaureate graduate who expected to move into a social service administration and management position in the near future or who had held such a position for less than six months.

This leveling was important, was maintained by workshop faculty and it was reinforced several times during the workshop.

Teaching approaches were made with sensitivity to the fact that workshop student-participants were primarily practitioners who were participating through motivation to learn quickly whatever could be immediately useful to them on their jobs.

In such circumstances, it is vitally important for the level of instruction and the objectives of the course to be clearly understood by both teachers and students (Swack, 1966).

A workshop textbook was developed, prepared and distributed to each student-participant, at no cost to the student.

To summarize, with the help of an interdisciplinary "town and gown" faculty, workshop teaching methods included:

Sharing - interaction peer learning
Audio-visual media
Small group projects
Assignments from workshop textbook
Lecture - Discussion
Gameplaying - Roleplaying
Individual Consultations

Faculty for the Short-Term Training Program

As noted, the faculty for the short-term training program was interdisciplinary, and was composed of experienced administrators and managers from the faculty of the University of Oregon, other educational institutions, and community agencies.

They are as follows:

Mike Bainbridge	Director, Voluntary Action Center Eugene, Oregon
Richard P. Bernard	Fiscal Officer Linn-Benton-Lincoln Community Coordinated Child Care Council Albany, Oregon
Ruth Edwards	Executive Director Lane County Community Coordinated Child Care Council and Adjunct Instructor, Lane Community College Eugene, Oregon
Louise Fischer	Administrative Assistant and Resource Specialist Division of Social Services Lane County Dept. of Community Health & Social Services Eugene, Oregon
Billie LeSueur	Assistant Professor Extension Service - Home Economist Oregon State University Klamath Falls, Oregon
William J. Liebertz	Assistant Director Northwest Community Education Development Center, and Assistant Professor School of Community Service and Public Affairs University of Oregon Eugene, Oregon
Lynn McDonald	Assistant Professor and Seminar Coordinator Program Evaluation and Development Program University of Oregon Eugene, Oregon
Jacqueline M. Reihman	Assistant Professor Program Evaluation and Development Program School of Community Service and Public Affairs University of Oregon Eugene, Oregon

Harold C. Williams	Equal Employment Opportunity Officer Personnel Division State of Oregon Executive Dept. Salem, Oregon, and former Instructor Political Science Portland State University Portland, Oregon
Marjorie B. Wright	Training Program Coordinator, and Assistant Professor School of Community Service and Public Affairs University of Oregon Eugene, OR

Student Evaluations

Evaluations from student-participants in the short-term training program reveal they received a highly satisfying experience. They also provided additional feedback to assist continued development of social service administration and management curriculum.

Thirty-seven of the thirty-eight students returned the feedback and evaluation sheet which was distributed at the end of the training program. They responded by rating their reactions to seven questions and provided additional feedback through three open-ended questions.

Our analysis of students evaluations follow:

Scale Value: 1-Strongly Agree; 2-Agree; 3-Neutral; 4-Disagree; 5-Strongly disagree

	1	2	3	4	5	INDEX
1. Did the workshop contribute to your knowledge and understanding about Social Service Administration and Management?	26	8	3	0	0	1.1
2. Did the workshop stimulate your interest and participation, and respond to specific questions you had in mind about the topics?	21	11	5	0	0	1.5
3. Were the speakers prepared to present and did they present their ideas in a clear and stimulating manner?	26	11	0	0	0	1.2

	1	2	3	4	5	INDEX
4. Were the various elements of the course (lectures, simulations, readings, audio-visual materials) effectively drawn together by the instructors? And, did you have opportunity to learn from other students and to interact with instructors and students during the workshop?	25	11	1	0	0	1.3
5. Have you been helped to develop competencies for functioning as a social service administrator and manager?	16	14	7	0	0	1.7
6. Have you received direction for your continued development and growth in workshop study areas?	30	5	2	0	0	1.3

Scale Value: 1-Excellent; 2-Good; 3-Average; 4-Below Average; 5-Poor

	1	2	3	4	5	INDEX
7. Overall how do you rate the workshop?	30	5	1	0	0	1.1

8. What part of the workshop stands out as being particularly helpful to you?

	Times Mentioned
Organizing and planning, grantsmanship	7
Needs Assessment	7
Personnel Procedures and Administration	6
Affirmative Action	5
Lectures	5
Discussion and Interaction	5
Volunteerism	5
Director's role with board, councils, citizen participation	4
Financial Administration	2
Group Processes	2
Films good	2
Textbook	2
Community relatedness	2
Well structured course	1
Resource people approach	1
Individual consultations	1
The "I" in Social Service Administration	1

9. What part of the workshop stands out as not being helpful to you?

	Times Mentioned
None	12
Financial Administration - budgeting -establishing a corporation	5
Use of volunteers	3
Personnel Administration - part about job applicants	3
Affirmative Action	2
Students who did not belong	1
Film	1
Saturday too long	1
Organizing and planning	1
Needs assessment	1

10. What concerns or questions would you want addressed for a future workshop?

	Times Mentioned
New social work issues topics	6
Communications (i.e. interpersonal, personnel, board/staff)	6
More interaction by students in groups	3
Affirmative Action	3
More of same	3
Organizing, planning, program development and evaluation	3
Citizen participation in government	2
No 12 hour sessions	2
None	2
Volunteerism	2
Legislative process	2
Not as much attention to detail but more general knowledge	1
Funding resources and grantsmanship	1
Budget planning	1
No notes used by speakers	1
Administration and services of private concerns	1

Comments:

Although the workshop was excellent, "the text book" is a prized piece of work for future references.

I like to state that this workshop was educational and the material will be useful for many years.

Usually there's 2 or 3 pertinent topics but this wasn't the case. All was so well coordinated. Appreciated the relaxed atmosphere, no feeling of tension. Leader gave each presentor the complete confidence they would produce and as a result all did. The format was excellent because it met the needs of those attending and was presented on their level. There was something for everyone really. Time control was excellent even though the Saturday session was long.

The Saturday evening group discussion gave activity and variety though, so the evening went fast. It is exciting to find evaluations returned with an exceptionally high rating on the positive side. Everyone seemed to leave rather hesitantly which speaks well for the very concentrated program. Many new friends were made in these 2 days. It was a most worthwhile experience on my part. Thank you for the opportunity.

The discussion was particularly beneficial to me for my personal growth and self-evaluation.

This workshop could have been much better if the speaker did not speak for so long, and we could have involved ourselves in small groups the way the assessment needs people did that was very interesting.

Workshop coordinator did an excellent job and remained patient and effective throughout.

The workshop format was a unique experience for me. It offered me an opportunity to take advantage of a disparate type of learning process.

Extremely helpful in areas I had not anticipated but needed the knowledge and resources. Great! This was the best workshop I have attended! Very valuable.

I thought the workshop generally opened my eyes to a lot of things. I am interested in community affairs and have a particular interest in the social results. I have little time with my present major to study social services, so I feel lucky to be offered the chance.

Overall: the best workshop I have taken part in - I wish they were all this rewarding.

An excellent useful workshop.

For me the workshop was very good because it was all new to me. And the speakers were all very good in their field.

Enjoyed all speakers and especially the personality of the coordinator.

The workshop was great. I like it in comparison with another workshop I attended. I rate this workshop 80 per cent better than the other. In fact, I admire everything done.

The workshop was well planned and operated. The substances meet the needs of the present age. The conduct excellent.

I enjoyed the well structured, well-organized and the functioning of the whole workshop. Wish while appreciating the effort of the coordinator of the workshop in providing the reading materials, more detailed information in the reading material.

I really enjoyed this workshop. I've gained more from this than from any other class in four years. Text excellent and will be very helpful to me in future.

The workshop was well organized and planned. More small group interaction would have been helpful. A very productive workshop.

I thought it was very much put together as a whole and I got to know quite a few others which made it very enjoyable. I especially appreciated not being forced to intermingle and get acquainted - as a result the friendships were more relaxed and natural. Thank you. I was impressed by the high standard that was maintained throughout.

It was superb!

Well-planned and very helpful.

I though the atmosphere was very good - people got involved and were obviously interested.

VII. Implications and Follow-Up

Project results have contributed substantially to identifying elements necessary for more adequately providing bachelor's degree level students with the education and understandings essential for entry level roles in social service administration and management.

Implications, recommendations, and follow-up plans are as follows:

1. CSPA is demonstrating interest and awareness of the need to incorporate such a program in the curriculum. Fall term 1975 saw the first announcement of Social Service Administration as an undergraduate focus area in the School's Community Service Division. Several students elected this focus area.

2. Fall term 1975, CSPA also provided a new course offering: CSPA 407, Social Service Administration and Management: Trends and Issues.

3. We support keeping the short-term training program at the University and in CSPA, the milieu where several professional disciplines are represented and may be utilized in cooperation with community practitioners. A close working relationship with practitioners is helpful to keeping pulse on community and professional practice needs (Pins, 1967).

4. Teaching methodology for short-term training programs require special consideration. We will further examine findings on this subject.

5. The University should maintain involvement in providing continuing education for professional practitioners. Competent personnel is the responsibility of both education and practice (Weisbrod, 1964), and school-agency teamwork is necessary (Wetzel, 1967), (Winston, 1967).

Doing this should include new methods of education-practice cooperation, such as utilizing practitioners as adjunct instructors and in development of instructional materials, and financially compensating them for their services, as was done in this project.

The University should also facilitate organizations financing their personnel receiving continuing education (Trobe, 1968). For example, through consortiums and joint application for funds.

Another approach is through utilizing staff of an organization on a non-paid basis, if funds are not available, with reciprocity by University faculty participating as consultants on a non-paid basis in staff meetings and other in-service training programs of organizations.

Still another approach, if funds are not available is for the University to grant free tuition scholarships (on a compensatory basis) to staff of a particular organization, where that organization has given release time for a member of their staff to cooperate in continuing education activity on a non-paid basis.

6. We will welcome sharing project results and professional exchanges with others interested in this research topic, and invite interested readers to contact us.

7. An abstract has been submitted to the National Conference on Social Welfare; Northwest Region, Child Welfare League of America; and to the Western Region, American Public Welfare Association, for their consideration of our giving a presentation on project results at their 1976 annual meetings.

8. Project findings will be further analyzed, for example, to identify skills and abilities related to the knowledge areas, and to better firm up the recommended curriculum for a model program, with utilization of additional findings by curriculum development activity and as otherwise possible and appropriate.

9. Project results will be shared with the Dean and other CSPA administrators, and with faculty of the Community Service Division (the program unit of which the Undergraduate Social Work Program is a member), to facilitate examination and use of the findings in the School's educational programs.

10. Two examples of how the Community Service Division can use project findings are as follows: Some existing courses can be updated to include instructional materials related to administration and management roles and positions. Materials are currently heavily direct practice orientated.

    Faculty field-instructors periodically conduct training sessions in supervision for community practitioners who serve as agency supervisors during our students field practicum placements. Some of the project findings can be helpful in this course.

11. Opportunities will be sought for informal small-group discussion, as well as formal presentation to CSPA program units, to encourage their consideration and appropriate use of project findings. For example, with some changes, several of CSPA's existing Public Affairs undergraduate courses could provide instruction in knowledge areas identified by this project, which would eliminate the need of new courses. Also, project findings can assist development of a master's level program in social service administration.

12. Project results will be submitted to CSPA's Curriculum Committee, to encourage and facilitate its coordination of additional follow-up in the School.

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September, 1975.

APPENDIX A

Profile and Attitudinal Study on Past and Present Undergraduate Social Work Students

0 Name _____ 1 Permanent Address _____
City/State

2 B.D. _____ 3 Age _____ 4 Sex _____ 5 Race _____

6 Parent's Occupation: Father _____ Mother _____
Parent's Income: Father _____ Mother _____
Parent's Education: Father _____ Mother _____

9 Date Entered CSPA _____ 10 Graduation (or Expected Graduation) Date _____

11 Focus Area _____ 12 Advisor Upon Admittance to CSPA _____

13 Advisor at Graduation _____ 14 Special Services Received:
Personal Counseling ( )
Financial Aids ( )
Other--list ( )

15 Special Recognition Received:
Undergraduate Assistantship ( )
Other--list ( )
Other--list ( )

16 Health _____ 17 Professional Goals _____

18 Expectations from the Social Work Program _____

19 Employment Immediately After Graduation Planned: Yes _____ No _____
If yes, plans specified:

20 Graduate School After Graduation Planned: Yes _____ No _____
If yes, plans specified:

21 Human Services Activities Prior to Entering UO _____

_____

22 Employment Prior to Entering UO _____

_____

23 Campus-based Activities at UO _____

_____

24 Leisure & Recreation Interests _____

25 Social Concerns _____

_____

Research Project Schedule #1 UO-CSPA Case #2

Profile and Attitudinal Study on Past and Present Undergraduate Social Work Students

0 Name _____ 1 Permanent Address _____
City/State

2 B.D. _____ 3 Age _____ 4 Sex _____ 5 Race _____

6 Parent's Occupation: Parent's Income: Parent's Education:
Father _____ Father _____ Father _____
Mother _____ Mother _____ Mother _____

9 Date Entered CSPA _____ 10 Graduation (or Expected Graduation) Date _____

11 Focus Area _____ 12 Advisor Upon Admittance to CSPA _____

13 Advisor at Graduation _____ 14 Special Services Received:
Personal Counseling ( )
Financial Aids ( )
Other--list ( )

15 Special Recognition Received:
Undergraduate Assistantship ( )
Other--list ( )
Other--list ( )

16 Health _____ 17 Professional Goals _____

18 Expectations from the Social Work Program _____

19 Employment Immediately After Graduation Planned: Yes _____ No _____
If yes, plans specified:

20 Graduate School After Graduation Planned: Yes _____ No _____
If yes, plans specified:

21 Human Services Activities Prior to Entering UO _____

_____

22 Employment Prior to Entering UO _____

_____

23 Campus-based Activities at UO _____

_____

24 Leisure & Recreation Interests _____

25 Social Concerns _____

_____

*Instruction Sheet for Research Project Schedule #1 & #2

0 Name:	Name of student. Put the last name first.
1. Permanent Address:	The permanent residence address of the student. If difficult to judge, list location of high school the student graduated from.
2. B.D.:	Give the month, day and year of the student's birthdate.
3. Age:	List the year and month of the student's age as of the date of activation in the Social Work Program. Subtract the date of birth from the date of activation for the correct age.
4. Sex:	Use initial M if student is a male; use initial F if student is a female.
5. Race:	Give the student's race, using terms: Asian-American, Black/Afro-American, Chicano/Mexican-American/ Spanish-Surname American, Puerto Rican, White/ Caucasian, Other (State)
6. Parent's Occupation:	List per available information.
7. Parent's Income:	List per available information.
8. Parent's Education:	List per available information.
9. Date Entered CSPA:	Put the date listed on CSPA admittance letter or UO Registrar's record.
10. Graduation Date (or Expected Graduation Dace):	Put the date the student graduated, if a past social work student. If presently a student in the social work program, put the date the student expects to graduate (which should also be the date the student is reasonably expected to graduate after gauging curriculum requirements remaining to be met).
11. Focus Area:	Select from the following terms:
12. Advisor Upon Admittance to CSPA:	Self-Explanatory.
13. Advisor at Graduation:	Self-Explanatory.
14. Special Services:	List special services the student received, if information is available.

15.	Special Recognition:	List any special recognitions the student received, if information is available.
16.	Health:	List any physical handicaps of the student.
17.	Professional Goals:	Briefly state data given by the student in this area.
18.	Expectations from Social Work Program	List student's statements of expectations from the Social Work Program.
19.	Employment Plans:	Self-Explanatory. List data provided by student.
20.	Graduate Study Plans:	Self-Explanatory. List data provided by student. Indicate professional discipline of planned graduate study.
21.	Human Services Activity: *	List per available information.
22.	Prior Employment:	List per available information.
23.	Campus-based Activities:	List provided by student.
24.	Leisure & Recreation Interests:	List per available information.
25.	Social Concerns:	List the major social concern and the specific area of concern, in accordance with the organization in Social Indicators, 1973: Selected Statistics on Social Conditions and Trends in the United States.

* Green Schedule for Current Students.

Blue Schedule for Past Students.

Research Project Schedule #3 UO-Consultation #

Social Service Administration and Management

Part 1: Administrator/Manager

1. Name _____ 2. Position Title _____

3. Agency _____ 4. Highest Education Credential _____

Location _____ _____
(City/State) (Diploma/Degree)

Location _____ _____
(Headquarters/Field) (Major/Minor)

Location _____ Date Received _____
(Urban/Rural)

Field of Practice _____ Where Received _____

5. What administration and management training have you received? _____

_____

6. Race/Ethnic Background _____ 7. Sex _____

8. Years in Administration and Management _____ 9. Years in Human Services _____

10. Percent of time currently spent in Administration and Management _____

11. Percent of time currently spent in Other Duties _____

12. Approximately how many positions in your agency are classified as administration and management? _____

13. Briefly describe your job duties: (e.g. what you do, how, why, and tools used.)

- over -

Part 2: Knowledge, Skills, and Abilities

What does it take in order to perform in an administrative and/or managerial role?

14. Knowledge required:

15. Skills required:

16. Abilities required:

17. Setting or field of practice requirements:

18. Other requirements:

Part 3: Personnel Status and Selection Criteria

19. What is the education level of other staff in your agency who hold administration and management positions?

20. If you were selecting or nominating someone for an administration and/or management position in your agency, what minimum criteria would you give the highest consideration?

21. If someone wanted to prepare and qualify for an administration and/or management position in your agency, what plan of action would you recommend they follow?

Part 4: Roles for Bachelor's Degree Holders

22. Approximately how many persons in your agency, with no more than a bachelor's degree, hold positions classified as administration and/or management? _____; examples of position(s) title _____, _____.

23. Illustrate their duties: (e.g.; what the worker does, how, why, tools and procedures involved.)

24. Approximately how many persons in your agency, with no more than a bachelor's degree, hold direct service positions? _____; examples of position(s) title _____, _____.

25. In what ways are the duties (of these direct service workers) involved in administration and/or management?

Part 5: Comments

Social Service Administration and Management

1 Name _____ 2 Date of Graduation _____

3 Present Permanent Address _____

4 Permanent Address at Graduation _____

5 Date you obtained your first full-time employment _____

Position Title _____ Gross Monthly Salary _____

Agency (and) Location _____

Briefly describe your job duties: (i.e. what you do, how, why, tools and procedures used).

6 If you have moved from your first full-time employment, please answer the following:

Current Position Title _____ Gross Monthly Salary _____

Agency (and) Location _____

Briefly describe your job duties: (i.e. what you do, how, why, tools and procedures used).

7 Briefly describe continuing education you have received since graduation: (i.e. date, educational institution, location, course of study or subject matter).

8 Are you presently in a job position which is classified as administration and/or management? _____ If your response is no, are you interested in entering such a position within the coming year? _____

9 CSPA will present a short-term Social Service Administration and Management course, the weekend of June 27-29, 1975. Are you interested in participating in such a course? Please indicate: Interested _____ Not Interested _____

10 Comments:

APPENDIX B

University of Oregon
School of Community Service and Public Affairs
Fall Term 1975
Professor Marjorie B. Wright

CSPA 407 TLN 6303
SOCIAL ADMINISTRATION AND MANAGEMENT: TRENDS AND ISSUES
01 -- 03 credit hours
MW 10:30 a.m. -- 11:20 a.m.

I. COURSE DESCRIPTION

The purpose of the course is to explore current trends and issues in administration and management of social service programs.

We will examine knowledge and skills needed for adequate performance in social service administration and management. Instructional modules will include organizing, planning, financial management, personnel administration, program development and evaluation.

This course may be used by Community Service Division majors to fill a methods requirement.

II. SCOPE AND JUSTIFICATION OF THE COURSE

Funds from the Social and Rehabilitative Services of the U.S. Department of Health, Education and Welfare aided a research-training project conducted in CSPA during the 1974-75 academic year.

Marjorie Wright, Assistant Professor, CSPA, was planner and research director for the project which sought to develop a high-quality education model which prepares baccalaureate level social workers to hold entry level positions in social service administration and mangement. Evelyn Harwood, CSPA senior, was student research associate on the project.

The study responded to increasing numbers of baccalaureate graduates who report they move into social service administrative and management positions lacking knowledge and skills needed.

A study of CSPA graduates, employers, and other professionals in the field sought to measure employability of graduates, curriculum quality, and provide data upon which to redesign or expand curriculum around social service administration and management.

An early output was a short-term experimental training program: Workshop in Social Service Administration and Management. The course was presented June 27-29, 1975. Instructional modules were developed through data received in the study. The instructional and technical staff was composed of experienced administrators and managers from the University of Oregon, other educational institutions, and community agencies. Workshop goals included sharing, interaction, and peer-learning.

The workshop was leveled for CSPA baccalaureate graduates who expected to move into social service administration and management positions in the near future or who had held such positions less than six months. All University students and other interested persons were welcome on a space-available basis.

From the Summer '75 experience, we have further developed the course for this presentation. We hope it will be of benefit to each of you.

III. ADDITIONAL OBJECTIVES OF THE COURSE

The course will enable the student to:

a. understand theories and techniques needed for professional practice as a social service administrator and manager.

b. develop competencies for entry level functioning as a social service administrator and manager.

c. leave with direction for continued development in study areas.

IV. COURSE OUTLINE

A. Orientation to Workshop

1. Introductions
2. Course Background
3. Review of Syllabus

B. Social Service Administration and Management

1. Review of Literature
2. Trends and Issues
3. Future Projections

C. The "I" in Social Service Administration and Management

1. Who am I? Motivation? Values?
2. How do groups function? Organizations?
3. Decision-Making Processes?
4. Community Involvement?

D. Program Planning and Implementation

E. Financial Administration

1. Establishing an Agency or Business
2. Fiscal Management and an Accounting System
3. Taxes and Other Requirements
4. Where Did the Money Go?

F. Personnel Administration

1. Staffing, Performance Expectations, Compensation
2. Rights and Benefits
3. Affirmative Action
4. Use of Volunteers

G. Keys to Community Involvement in Social Services

1. Community Councils
2. Administrative and Advisory Boards
3. Executive-Staff-Board Relationships

H. Program Development and Evaluation

I. Review and Discussion
Feedback and Course Evaluation

V. AUDIO-VISUAL MATERIALS

Three excellent films have been previewed. They will be shown, if arrangements can be made. If interested, you may also rent or purchase the films from sources listed. This information is provided, as a resource to you in your professional practice.

A. "The Bill of Rights in Action: Equal Opportunity"

(A Case Study: 22 Minutes)
An industry setting where a black worker and a white worker are in competition for a promotion. Equal opportunity and reverse discrimination issues are addressed.

Order from: B.F.A. Films
2211 Michigan Avenue
San Monew, California 90406

Or: Division of Continuing Education
Film Library
P.O. Box 1491
1633 S.W. Park Avenue
Portland, Oregon 97207

B. "The Women's Prejudice"

(A Survey: 18 Minutes)
Examines attitudes about women in administrative and/or managerial positions, and their selection for positions; and looks at viewpoints of the women's choice of working or staying home.

Order from: Sandler Institutional Films, Inc.
1001 N. Poinsettia Place
Los Angeles, California 90046

C. "Future Shock"

(42 Minutes)
This is a fascinating McGraw-Hill film, focused on the book Future Shock by Alvin Toffler. It is narrated by Orson Welles. It presents select aspects of a phenomena we are just beginning to understand, technology, and which we are increasingly referring to as the age of anxiety.

We all will agree, I think, that change is necessary. We all will also agree, I think, that it is desirable that change be within our control. But is it presently? And, how are we really dealing with biotechnology.

After viewing the film, suggested discussion questions are as following:

1. We are in an age calling for instant decision-making. Are we prepared to do this? Are we capable of analytical and integrative thinking which we can apply to situations and choices we are confronted with? This is what future shock is about.

2. Do you agree that nothing is permanent anymore? Do you agree that we have lost the sense of belonging and nothing is expected on a long-term basis and commitments are no longer expected?

3. What about the "disposability" element now in our society? For example: the little girl who trades her old dolls in for new ones.

Will we trade our old hearts, limbs, and brains in for new ones? Is it true indeed that nothing is permanent anymore?

How should society deal with the "use of artificial organs". . .temporary body parts. . .transplantation? What policies should we have in these areas? What are the boundaries; how shall we deal with questions of accessibility, dependency, resource competition, etc., in this area? Then, what happens to the definition of man?

4. How can we coordinate the effect change has on our basic social institutions?
For example: communal or corporate marriages
racism -- color
aging
what is beautiful?

Order from: Division of Continuing Education
Film Library
P.O. Box 1491
1633 S.W. Park Avenue
Portland, Oregon 97207

VI. TENTATIVE COURSE SCHEDULE

Date	Topic	Assignment
Mon., 9/29/75 and Wed., 10/1/75	A. Introduction to the Course 1. Purpose, Objectives, and Scope of the course 2. Procedures and Content to be covered 3. Materials and Library Arrangements 4. Assignments and Participation Expectations	
Mon., 10/6/75 and Wed., 10/8/75	B. Trends and Issues in Social Service Administration and Management 1. Review of the Literature 2. Knowledge, Skills, and Abilities required 3. Environmental Conditions 4. Entry Level and/or Promotional Opportunities 5. Illustrations: Settings Occupational Titles Typical Role Incidents	Four (4) articles: Beck Coin Lilienthal Oliphant Also: HEW Guide to Title XX
Mon., 10/13/75 and Wed., 10/15/75	C. The "I" in Social Service Administration and Management 1. Who Am I? Motivation? Values? 2. Communications? Decision-Making Processes? 3. Community Involvements? [Demonstration through Case Study and Role Playing] SPECIAL PROJECT PROSPECTUS --LAST DUE DATE: 10/15/75	
Mon., 10/20/75 through Mon., 10/27/75	D. Program Planning, Proposal Writing, and Implementation 1. Income Sources, Expenditures, and Justifications 2. Program Development Process [A speaker from a community agency will be invited]	(1) Three (3) Readings: Kiritz, State of Oregon and Lane County Budget Materials (2) Plan a general program for a specific type of organization, such as a Head Start Center, justify the choices made.

Wed., 10/29/75 and Mon., 11/3/75	E. Financial Administration 1. Establishing an Agency or Business 2. Fiscal Management and an Accounting System 3. Taxes and Other Requirements 4. Where Did The Money Go? [A speaker from a community agency will be invited]	Develop a budget for a specific type of organization such as a day care center, and justify requests.
Wed., 11/5/75	MID-TERM EXAMINATION	
Mon., 11/10/75 and Wed., 11/12/75	F. The ABC's of Personnel Administration 1. Staffing, Performance Expectations, Compensation 2. Rights and Benefits 3. Use of Volunteers 4. Affirmative Action	(1) Neighborhood Centers Material (on reserve), and (2) Two (2) articles: Kramer Witkin
Mon., 11/17/75	FILM: "The Bill of Rights in Action: Equal Opportunity" Class meeting in the University Library Audiovisual Media Center	Read: Executive Order 11246 (on reserve)
Wed., 11/19/75 and Mon., 11/24/75	G. Keys to Community Involvement in Social Service 1. Community Councils 2. Administrative and Advisory Boards 3. Executive-Staff-Board Relationships	Five (5) Readings: NWCEDC Material Kramer Newbury Senor Wright
Wed., 11/26/75 and Mon., 12/1/75	H. Program Development and Evaluation	Read: Warheit et al (on reserve)
Wed., 12/3/75 and Mon., 12/8/75	WORKSHOPS: Special Projects	
Wed., 12/10/75	FILM: "The Women's Prejudice" Review and Evaluation	

A TAKE-HOME TERM-ENDING PAPER WILL SERVE AS THE FINAL EXAMINATION. GUIDELINES FOR COMPLETION OF THE TERM-ENDING PAPER WILL BE GIVEN, AND THE DUE DATE IS 12/10/75.

VII. METHODS OF PRESENTATION

Lecture - reading assignments - discussion
Sharing - interaction - peer learning
Case Materials, role playing, simulations
Community practitioners as guest speakers
Audio-visual aids
Examinations, term-ending paper
Reports on films and special projects

VIII. GRADING

A - Level Contract

1. Participation by Attendance and in Discussion Sessions
2. Special Project (Student's Choice)
3. Feedback on Films
4. Mid-Term Examination
5. Term-Ending Paper

B - Level Contract

1. Participation by Attendance and in Discussion Sessions
2. Feedback on Films
3. Mid-Term Examination
4. Term-Ending Paper

C - Level Contract

1. Participation by Attendance and in Discussion Sessions
2. Feedback on Films
3. Mid-Term Examination

Variable Credit Requirements:

1. Students taking the course for 3 credits are expected to complete all assignments, as per their grade contract.

2. Students taking the course for 2 credits may delete one assignment, as per their grade contract.

3. Students taking the course for 1 credit may delete two assignments, as per their grade contract.

Comments on Special Project and Grade Contract:

1. Each student is requested to complete a special project prospectus and grade contract form, and submit it for approval by the instructor by October 15, 1975.

2. The special project is per the student's choice. Guidelines for selecting your topic are as follows: It should relate to some aspect of administration and management. Activity may vary; for example, an issues paper, oral presentation on a particular trend, role playing, case illustration, dramatic skit, community resource, or demonstration with use of an audiovisual aid.

3. Student's selecting to give a class presentation will be invited to do so on 12/3/75 and 12/8/75. Time will be assigned in as equitable a manner as possible.

4. The instructor is available by request, to give additional suggestions and to help as projects are developed.

IX. BIBLIOGRAPHY

This is a partial list. Additional references will be cited as the course progresses.

*A Decision-Maker's Guide to Program Coordination and Title XX. U.S. Department of Health and Welfare, Region 10, March 1975.

Abels, Paul. "The Managers Are Coming, The Managers Are Coming," Public Welfare. Vol. 31, Number 4, (Fall 1973), pp. 16-25.

Baxter, Edith S. "The Agency's Expectations from the Beginning Professional Worker," Child Welfare. Vol. XLIII, Number 2, (February 1964), pp. 76-79.

Beck, Bertram. "Knowledge and Skills in Administration of an Antipoverty Program," Social Work. Vol. 11, Number 3, (July 1966), pp. 102-106.

Blum, Arthur. "Differential Use of Manpower in Public Welfare," Social Work. Vol. 11, Number 1, (January 1966), pp. 16-21.

Coin, Hugh W. "Management As A Profession," Montana Business Quarterly. (Fall 1967), Vol. 5, Number 4, pp. 47-48.

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Films: "The Bill of Rights in Action: Equal Opportunity"
"The Women's Prejudice"
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Hughes, Charles. "Assessing the Performance of Key Managers," Personnel. January 1968, Vol. 45, Number 1, pp. 38-43.

Kadushin, Alfred. "Games People Play in Supervision," Social Work. Vol. 13, Number 3, (July 1968), pp. 23-32.

Katz, Robert L. "Skills of an Effective Administrator," Harvard Business Review. Vol. 52, Number 5, (September - October 1974), pp. 90-102.

*Kramer, Ralph M. "Future of the Voluntary Service Organization." Social Work. November 1973.

*Kramer, Ralph M. "Ideology, Status, and Power in Board - Executive Relationships," Social Work. October 1965.

Lilienthal, David E. "Management, A Humanistic Art," Harvard Business Review, September - October 1967, p. 99.

Lowenberg, Frank M. "Undergraduate Education: A Multi-Purpose Program," Public Welfare. Vol. XXVI, Number 2, (April 1968), pp. 151-154.

*Northwest Community Education Development Center: Flyers (xerox copies).

*Newbury, George. The Two R's -- Responsibility and Representation, 1949.

*Oliphant, Winford. "Observations on Administration of Social Services in the States," Child Welfare. May 1974.

Phillips, Beatrice. "A Director Examines the Director's Role," Social Work. Vol. 9, Number 4, (October 1964), pp. 92-99.

Scotch, C. Bernard. "Sex Status in Social Work: Grist for Women's Liberation," Social Work. July 1971, pp. 5-11.

*Senor, James M. " Another Look at the Executive-Board Relationship," Social Work. April 1963.

*Warheit, G.J., R.A. Bell, and John J. Schwab. Planning for Change: Needs Assessment Approaches, The National Institute of Mental Health: 1974.

*Witkin, Lynne J. "Student Volunteers in a Guidance Clinic," Social Work. November 1973.

*Wright, M.B. Proposal for An Advisory Board. December 1970.

NOTE: * This indicates references available in the University Reserve Book Room: (2 hour loan).

X. CONFERENCES WITH INSTRUCTOR

The instructor is interested in being helpful and available to students, and in addition to class time, will try to make conference time available for this purpose, or give further assistance by telephone or written communication. Students are encouraged to initiate conferences themselves for requesting help, as needed.

If you call (in person or by telephone) and find the instructor not available, please be sure to leave your full name, telephone number, and mailing address, and a message, with the CSPA receptionist or in my mailbox in 119 Hendricks Hall, so that your call may be returned or answered.

Office Hours: Tuesdays, 1:30 p.m. to 5:00 p.m.

Office Location: 211A Hendricks Hall

Telephone: Campus ext. 3950 (686-3950)
or ext. 3807 (686-3807)

Special Project Prospectus (and) Grade Contract Date Received _____

Student's Name _____

Mailing Address _____
(Street Number) City/State) (Zip Code)

Telephone Number _____

_____

Special Project

Subject/Topic _____

_____

Description and Discussion of Plan for Carrying out Project:

Questions or Comments:

_____

Grade Contract

Grade Contract (your choice) _____

Number of credit hours you are taking this course for _____

Questions or Comments:

_____

Please Do Not Write Below This Space

Special Project Endorsed ( ) Not Endorsed ( ) Alternate Suggestions _____

_____

Comments: